



The Student Responses to Learning English Idioms through Dual Techniques Using Google Form Media

Muhammad Achmadinata^{1*}, Yusmanika²

¹SMA Negeri 1 Singkep, Kepulauan Riau, Indonesia

²SMA Negeri 1 Teluk Bintan, Kepulauan Riau, Indonesia

*E-mail: mach2233@gmail.com

ABSTRACT

English idioms are one of the many competencies taught in grade X of high school. This study aims to describe: 1) students' responses to learning English idioms through innovative strategies using Google Form media; 2) the similarity of students' responses to learning English idioms through innovative strategies using Google Form media. This study took place in the odd semester of the 2025/2026 academic year. This study used a descriptive-quantitative method. The population of this study consisted of 10th-grade students at SMA Negeri 1 Singkep, who participated in learning English idioms through innovative strategies using Google Form media. They numbered 72 students divided into two parallel classes—the total sample used in this study. A questionnaire containing four value scales was used to collect research data. To validate the data, a checklist was used. Data were analyzed using descriptive statistics, namely frequency and percentage. The results of the study: 1) students' responses to English idioms were categorized as very like but there were differences in categories per sample group; 2) students' responses to innovative strategies in English idioms were categorized as very like but there were differences in categories per sample group; 3) Students' responses to the use of Google Form media in learning English idioms are categorized as immensely liking and there are no differences in categories per sample group.

Keywords: student responses, writing expository text, copying assignment technique, special teaching material

Respon Siswa terhadap Pembelajaran Idiom Bahasa Inggris melalui Strategi Inovatif Menggunakan Media Google Form

ABSTRAK

Idiom bahasa Inggris merupakan satu di antara banyak kompetensi yang diajarkan di kelas X SMA. Penelitian ini bertujuan untuk mendeskripsikan: 1) respon siswa terhadap pembelajaran idiom bahasa Inggris melalui strategi inovatif menggunakan media google form; 2) sama-tidaknya respon siswa terhadap pembelajaran idiom bahasa Inggris melalui strategi inovatif menggunakan media google form. Penelitian ini berlangsung di semester ganjil tahun ajaran 2025/2026. Penelitian ini menggunakan metode deskriptif-kuantitatif. Populasi penelitian ini adalah para siswa kelas X SMA Negeri 1 Singkep yang mengikuti pembelajaran idiom bahasa Inggris melalui strategi inovatif menggunakan media google form. Mereka berjumlah 72 siswa yang terbagi dari dua kelas paralel. Sampel total digunakan dalam penelitian ini. Kuesioner yang berisi 4 skala nilai digunakan untuk mengumpulkan data penelitian. Untuk memvalidasi data digunakan daftar cek-ricik. Data dianalisis menggunakan statistik deskriptif yakni frekuensi dan persen. Hasil penelitian: 1) respon siswa terhadap idiom bahasa Inggris berkategori sangat suka tetapi terdapat perbedaan kategori per kelompok sampel; 2) respon siswa terhadap penggunaan strategi inovatif dalam idiom bahasa Inggris berkategori sangat suka tetapi terdapat perbedaan kategori per kelompok sampel; 3) respon siswa terhadap penggunaan media google form dalam pembelajaran idiom bahasa Inggris berkategori sangat suka dan tidak terdapat perbedaan kategori per kelompok sampel.

Kata kunci: respon siswa, idiom bahasa Inggris, strategi inovatif, media google form

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INTRODUCTION

Every language is inseparable from cultural events. Therefore, idioms are born that reflect cultural events for a particular language community (Ediani, 1994; Rijal, 2019).

An idiom is defined as two or more words, the meaning of which cannot be explained from the meaning of their constituent elements. Idioms can also refer to the distinctive language and dialect that characterise a nation, tribe, group, etc.

Idioms are a language element that must be mastered. Without idioms, language would feel uninteresting. Conversely, with idioms, language becomes more meaningful.

At SMA Negeri 1 Singkep, idioms are also included in the learning materials for reading and writing narrative texts in English. In the initial stage, students are introduced to the meaning of a group of idioms through a dual learning technique using Google Forms-based teaching materials.

The dual technique is a copying assignment and a test. The copying assignment technique is a relatively new technique in learning, particularly in language learning (Razak, 2020). This technique certainly requires special teaching materials that, among other things, function to enable students to copy everything related to the subject matter. The philosophy of the copying task technique is a reading activity. This means that students are asked to read the learning material by copying it, which is scripted as a copying assignment. Each copy in the teaching materials signifies that the student who owns the teaching materials has engaged in reading. Razak et al. (2020) state that reading is an inevitable part of the teaching and learning process using written media.

Testing is a common technique used in learning. This traditional technique presents a variety of valid questions. Its purpose is not to measure learning outcomes but rather to convey learning material. The teacher and students analyse each student's answer to determine the reasons for correct and/or incorrect answers.

To strengthen the learning process of English idioms, an electronic medium, Google Forms, was

used. This meant that the English idiom learning material was included in the material section, the copying assignment section, and the test section as a learning technique. Students first received a Google Form link. In the first section, students had to fill in attributes such as name and class. After that, the teacher facilitated the students' completion of the copying assignment and test as learning techniques in the subsequent sections. The use of Google Forms ended when students clicked submit at the end of the Google Form. The students' learning process and outcomes were immediately sent to the teacher's Excel application.

Based on the above description, scientific research is necessary. This research is entitled "Student Responses to Learning English Idioms Through Dual Techniques Using Google Forms."

This scientific article contains several research questions. First, how do 10th-grade students at SMA Negeri 1 Singkep respond to learning the meanings of English idioms? Second, how do 10th-grade students respond to the use of copying assignments in learning English idioms? Third, how do 10th-grade students respond to the use of tests in learning English idioms? Fourth, how do 10th-grade students respond to the use of Google Forms in learning English idioms?

This research has four objectives. The objectives are to describe:

- 1) the responses of tenth-grade students at Singkep State Senior High School 1 to learning the meaning of English idioms;
- 2) the responses of tenth-grade students at Singkep State Senior High School 1 to the use of copying assignments in learning English idioms;
- 3) the responses of tenth-grade students at Singkep State Senior High School 1 to the use of tests in learning English idioms;
- 4) the responses of tenth-grade students at Singkep State Senior High School 1 to the use of Google Forms in learning English idioms.

There are 15 English idioms in the lesson. The following are the idioms and their meanings:



- 1) my house my rules (when someone is in your home, they must follow your rules)
- 2) your fly is open (it is a polite way of telling someone that the zipper of their pants is unzipped)
- 3) what's your poison (an informal, and often humorous, way of asking what someone would like to drink, especially an alcoholic one)
- 4) don't flatter me (don't give me insecure praise or don't praise an exaggerated way)
- 5) you reap of you sow (the consequences you experience in life are, the result of your own actions)
- 6) you are on the clock (you are currently working and being paid for your time)
- 7) I am up to my neck (I am very busy with something)
- 8) do not over do it (don't do something too much or more than necessary)
- 9) I misspoke (past of misspeak, say something incorrectly, use the wrong words by mistake)
- 10) *it's a gray area* (a situation that is unclear, ambiguous, or not easily categorized as right or wrong)
- 11) crocodile tears (fake or insincere tears)
- 12) low life (a person who is considered immoral, dishonest, or from the lowest social class)
- 13) sheeple (people who follow others without thinking, easily and blindly like sheep).
- 14) you nailed it (you did something perfectly)
- 15) cut the shit (stop saying meaningless stuff and be serious)

METHOD

This research used a quantitative descriptive method. Through this method, student response data to learning is presented numerically, using frequencies and percentages in tables. Razak (2017:42) state that descriptive methods are commonly used in language research.

This research took place in the odd semester of the 2025/2026 academic year. There were three main activities in this study. First, planning activities:

- 1) preparing and validating the research instrument, namely a four-option closed-ended questionnaire;
- 2) preparing 15 types of English idioms;
- 3) preparing teaching materials based on Google Forms;
- 4) preparing the lesson plan and schedule for classroom learning.

Second, field activities include teaching and learning English idioms through copying assignments and tests via Google Forms.

Third, the reporting stage, namely, data analysis of student responses to idiom learning. Included in the reporting stage is the author of a scientific article based on an online journal.

This article uses a quasi-experimental method using a single short case study design. Therefore, this study does not involve a control class. Thus, the research class serves only as the treatment class.

The population of this study consisted of 10th-grade students at Singkep State Senior High School 1, who were learning English idioms through an innovative strategy using Google Forms. There were 72 students divided into two parallel classes.

A total sample size was used in this study. Therefore, all members of the population were included in the sample. Bogdan & Biklen (2007:26), Hatch & Farhady (1982) stated that research using total samples is commonly used, mainly when the data is not analysed using nonparametric statistics.

A questionnaire was used to collect research data, namely, students' responses to learning English idioms. Akbar (2013:18) stated that questionnaires developed using objective and systematic steps are questionnaires that meet the requirements for content validity. Several steps in developing a questionnaire are presented below.

First, determine the type of questionnaire. This article uses a closed-ended questionnaire.

Second, determine the rating scale. This article uses a simplified Likert scale, from 1-10 to 1-4.

The initial activity for learning English idioms in 10th-grade students at Singkep State Senior High School consists of four activities. These activities are:

- 1) Students respond to the teacher's greeting when the teacher begins the learning activity.
- 2) Students receive a Google Form link for learning English idioms.
- 3) The teacher facilitates students to log in to the Google Form application.
- 4) Teachers facilitate students' access to student attributes in the Google Forms application.

The core English idiom learning activities in grade 10 at Singkep State Senior High School consist of 30 activities. The initial activities are:

- 1) The teacher assisted students in writing the meaning of the idiom "my house my rules" in their notebooks, photographing it, and uploading it to a Google form.
- 2) The teacher assisted students in writing the meaning of the idiom "your fly is open" in their notebooks, photographing it, and uploading it to a Google form.
- 3) The teacher assisted students in writing the meaning of the idiom "what's your poison" in their notebooks, photographing it, and uploading it to a Google form.
- 4) The teacher assisted students in writing the meaning of the idiom "don't flatter me" in their notebooks, photographing it, and uploading it to a Google form.
- 5) The teacher assisted students in writing the meaning of the idiom "you reap of your sow" in their notebooks, photographing it, and uploading it to a Google form.
- 6) The teacher assisted students in writing the meaning of the idiom "you are on the clock" in their notebooks, photographing it, and uploading it to a Google form.

- 7) The teacher assisted students in writing the meaning of the idiom "I am up to my neck" in their notebooks, photographing it, and uploading it to a Google form.
- 8) The teacher assisted students in writing the meaning of the idiom "do not overdo it" in their notebooks, photograph it, and upload it to a Google Form.
- 9) Students are assisted by the teacher to write the meaning of the idiom "I miss poke" in their notebooks, photograph it, and upload it to a Google Form.
- 10) Students are assisted by the teacher to write the meaning of the idiom "it's a gray area" in their notebooks, photograph it, and upload it to a Google Form.
- 11) Students are assisted by the teacher to write the meaning of the idiom "crocodile tears" in their notebooks, photograph it, and upload it to a Google Form.
- 12) Students are assisted by the teacher to write the meaning of the idiom "low life" in their notebooks, photograph it, and upload it to a Google Form.
- 13) Students are assisted by the teacher to write the meaning of the idiom "sheeple" in their notebooks, photograph it, and upload it to a Google Form.
- 14) Students are assisted by the teacher to answer the meaning of the idiom "you nailed it" in their notebooks, photograph it, and upload it to a Google Form.
- 15) Students are assisted by the teacher to answer the meaning of the idiom "cut the shit" in their notebooks, photograph it, and upload it to a Google Form.
- 16) Students are assisted by the teacher to answer the meaning of the idiom "my" "House my rules" in a notebook, photograph it, and upload it to a Google form.
- 17) Students are facilitated by the teacher to answer the meaning of the idiom "your



- fly is open" in a notebook, photograph it, and upload it to a Google form.
- 18) Students are facilitated by the teacher to answer the meaning of the idiom "what's your poison" in a notebook, photograph it, and upload it to a Google form.
 - 19) Students are facilitated by the teacher to answer the meaning of the idiom "don't flatter me" in their notebooks, photograph it, and upload it to a Google form.
 - 20) Students are facilitated by the teacher to answer the meaning of the idiom "you reap of you sow" in their notebooks, photograph it, and upload it to a Google form.
 - 21) Students are facilitated by the teacher to answer the meaning of the idiom "you are on the clock" in their notebooks, photograph it, and upload it to a Google form.
 - 22) Students are facilitated by the teacher to answer the meaning of the idiom "I am up to my neck" in their notebooks, photograph it, and upload it to a Google form.
 - 23) Students are facilitated by the teacher to answer the meaning of the idiom "do not overdo it" in their notebooks, photograph it, and upload it to a Google form.
 - 24) Students are facilitated by the teacher to answer the meaning of the idiom "I miss poke" in their notebooks, photograph it, and upload it to a Google form.
 - 25) Students are facilitated by the teacher to answer the meaning of the idiom "it's a gray area" in their notebooks, photograph it, and upload it to a Google form.
 - 26) Students are facilitated by the teacher to answer the meaning of the idiom " The

idiom "crocodile tears" is written in a notebook, photographed, and uploaded to a Google form.

- 27) Students are assisted by the teacher to answer the meaning of the idiom "low life" in a notebook, photographed, and uploaded to a Google form.
- 28) Students are assisted by the teacher to answer the meaning of the idiom "sheeple" in a notebook, photographed, and uploaded to a Google form.
- 29) Students are assisted by the teacher to answer the meaning of the idiom "you nailed it" in a notebook, photographed, and uploaded to a Google form.
- 30) Students are assisted by the teacher to answer the meaning of the idiom "cut the shit" in a notebook, photographed, and uploaded to a Google form.

The research data was analyzed using descriptive statistical procedures. The appropriate statistical measures for this data are frequency and percentage.

RESULT

1. Student Responses to Learning the Meaning of English Idioms

The response of 10th-grade students at Singkep State Senior High School 1 to learning the meaning of English idioms was categorized as very favorable. However, this category differed based on the sample group. The data details are contained in the table below.

Tabel 1

Student Responses to Learning the Meaning of English Idioms

2. Student Responses to the Use of Dual Tech-

niques

The dual techniques discussed in this article consist of two types of techniques: the copying task

No.	English Idioms	really unlike		unlike		like		really like	
		f	%	f	%	f	%	f	%
1	my house my rules (when someone is in your home, they mus follow your rules)	0	0.00	0	0.00	31	43.56	41	56.44
2	your fly is open (it is a polite way of telling someone that the zipper of their pants is unzipped)	0	0.00	0	0.00	33	45.83	39	54.17
3	what's your poison (an informal, and often humorous, way of asking what someone would like to drink, especially an alcoholicone)	0	0.00	0	0.00	33	43.56	41	56.44
4	don't flatter me (don't give me insercure praise or don't praises an exaggerated way)	0	0.00	0	0.00	31	43.56	41	56.44
5	you reap of you sow (the consequences you exprience in life are, the result of tyou own actions)	0	0.00	0	0.00	29	40.28	43	59.72
6	you are on the clock (you are currently working and being paid for you time)	0	0.00	0	0.00	29	40.28	43	59.72
7	I am up to my neck (I am very busy with someting)	0	0.00	0	0.00	33	48.53	39	54.17
8	do not over do it (son't do something too much or more than necessary)	0	0.00	0	0.00	31	43.56	41	56.44



No.	English Idioms	really unlike		unlike		like		really like	
		f	%	f	%	f	%	f	%
9	I miss poke (past of misspeak, say something incorrectly, use the wrong words by mistake)	0	0.00	0	0.00	29	40.28	43	59.72
10	<i>it's a gray area</i> (a situation that is unclear, ambiguous, or not easily categorised as right or wrong)	0	0.00	0	0.00	30	41.67	42	58.33
11	crocodile tears (fake or insincere tears)	0	0.00	0	0.00	29	40.28	43	59.72
12	low life (a person who is considered immoral, dishonest, or from the lowest social class)	0	0.00	0	0.00	33	48.53	39	54.17
13	sheeple (people who follow others without thinking, easily and blindly like sheep).	0	0.00	0	0.00	31	43.56	41	56.44
14	you nailed it (you didn't something perfectly)	0	0.00	0	0.00	33	48.53	39	54.17
15	cut the shit (stop saying meaningless stuff and be serious)	0	0.00	0	0.00	33	48.53	39	54.17

technique and the testing technique.

2.1 Student Responses to the Use of Copying Assignment Technique

Based on the questionnaire results, the responses of grade X students of SMA Negeri 1 Singkep towards the use of the copying task technique in learning English idioms were categorized as very favorable. The data details are contained in the table below.

Tabel 2
 Student Responses to the Use of Copying Assignment Technique in Idioms Learning

2.2 Student Responses to the Use of Test Technique

No.	English Idioms	really unlike		unlike		like		really like	
		f	%	f	%	f	%	f	%
1	my house my rules (when someone is in your home, they mus follow your rules)	0	0.00	0	0.00	35	48,61	42	51.39
2	your fly is open (it is a polite way of telling someone that the zipper of their pants is unzipped)	0	0.00	0	0.00	32	44.44	40	55.56
3	what's your poison (an informal, and often humorous, way of asking what someone would like to drink, especially an alcoholicone)	0	0.00	0	0.00	31	43.56	42	56.44
4	don't flatter me (don't give me insercure praise or don't praises an exaggerated way)	0	0.00	0	0.00	32	44.44	40	55.56
5	you reap of you sow (the consequences you exprience in life are, the result of tyou own actions)	0	0.00	0	0.00	32	44.44	40	55.56
6	you are on the clock (you are currently working and being paid for you time)	0	0.00	0	0.00	35	48,61	42	51.39
7	I am up to my neck (I am very busy with someting)	0	0.00	0	0.00	32	44.44	40	55.56
8	do not over do it (son't do something too much or more than necessary)	0	0.00	0	0.00	30	41.67	42	58.33



No.	English Idioms	really unlike		unlike		like		really like	
		f	%	f	%	f	%	f	%
9	I miss poke (past of misspeak, say something incorrectly, use the wrong words by mistake)	0	0.00	0	0.00	31	43.56	42	56.44
10	<i>it's a gray area</i> (a situation that is unclear, ambiguous, or not easily categorised as right or wrong)	0	0.00	0	0.00	32	44.44	40	55.56
11	crocodile tears (fake or insincere tears)	0	0.00	0	0.00	33	45.83	39	54.27
12	low life (a person who is considered immoral, dishonest, or from the lowest social class)	0	0.00	0	0.00	35	48.61	42	51.39
13	sheeple (people who follow others without thinking, easily and blindly like sheep).	0	0.00	0	0.00	29	40.20	43	58.80
14	you nailed it (you didn't something perfectly)	0	0.00	0	0.00	32	44.44	40	55.56
15	cut the shit (stop saying meaningless stuff and be serious)	0	0.00	0	0.00	33	45.83	39	54.27

Based on the questionnaire results, the responses of grade 10 students at SMA Negeri 1 Singkep regarding the use of testing techniques in learning English idioms were categorized as very favorable. The data details are contained in the table below.

Tabel 3
 Student Responses to the Use of Test Technique in Idioms Learning

No.	English Idioms	really unlike		unlike		like		really like	
		f	%	f	%	f	%	f	%
1	my house my rules (when someone is in your home, they mus follow your rules)	0	0.00	0	0.00	33	45.83	39	54.17
2	your fly is open (it is a polite way of telling someone that the zipper of their pants is unzipped)	0	0.00	0	0.00	33	45.83	39	54.17
3	what's your poison (an informal, and often humorous, way of asking what someone would like to drink, especially an alcoholicone)	0	0.00	0	0.00	33	43.56	41	56.44
4	don't flatter me (don't give me insercure praise or don't praises an exaggerated way)	0	0.00	0	0.00	31	43.56	41	56.44
5	you reap of you sow (the consequences you exprience in life are, the result of tyou own actions)	0	0.00	0	0.00	29	40.28	43	59.72
6	you are on the clock (you are currently working and being paid for you time)	0	0.00	0	0.00	31	43.56	41	56.44



No.	English Idioms	really unlike		unlike		like		really like	
		f	%	f	%	f	%	f	%
7	I am up to my neck (I am very busy with something)	0	0.00	0	0.00	29	40.28	43	59.72
8	do not over do it (son't do something too much or more than necessary)	0	0.00	0	0.00	31	43.56	41	56.44
9	I miss poke (past of misspeak, say something incorrectly, use the wrong words by mistake)	0	0.00	0	0.00	29	40.28	43	59.72
10	<i>it's a gray area</i> (a situation that is unclear, ambiguous, or not easily categorised as right or wrong)	0	0.00	0	0.00	39	54.17	33	45.83
11	crocodile tears (fake or insincere tears)	0	0.00	0	0.00	29	40.28	43	59.72
12	low life (a person who is considered immoral, dishonest, or from the lowest social class)	0	0.00	0	0.00	33	48.53	39	54.17
13	sheeple (people who follow others without thinking, easily and blindly like sheep).	0	0.00	0	0.00	31	43.56	41	56.44
14	you nailed it (you didn't something perfectly)	0	0.00	0	0.00	33	48.53	39	54.17
15	cut the shit (stop saying meaningless stuff and be serious)	0	0.00	0	0.00	31	43.56	41	56.44

3. Respon Siswa terhadap Penggunaan Media Google Form File Upload

Respon siswa kelas X SMA Negeri 1 Singkep terhadap penggunaan media google form file upload dalam pembelajaran idiom bahasa Inggris berkategori sangat suka. Dari 15 butir kegiatan belajar yang melibatkan media google form,

Tabel 4
Respon Siswa terhadap Penggunaan Media Google Form File Upload in Idioms Learning

No.	English Idioms	really unlike		unlike		like		really like	
		f	%	f	%	f	%	f	%
1	my house my rules (when someone is in your home, they mus follow your rules)	0	0.00	0	0.00	29	40.28	43	59.72
2	your fly is open (it is a polite way of telling someone that the zipper of their pants is unzipped)	0	0.00	0	0.00	31	45.56	41	56.44
3	what's your poison (an informal, and often humorous, way of asking what someone would like to drink, especially an alcoholicone)	0	0.00	0	0.00	33	43.56	41	56.44
4	don't flatter me (don't give me insercure praise or don't praises an exaggerated way)	0	0.00	0	0.00	28	38.89	44	61.11
5	you reap of you sow (the consequences you exprience in life are, the result of tyou own actions)	0	0.00	0	0.00	29	40.28	43	59.72
6	you are on the clock (you are currently working and being paid for you time)	0	0.00	0	0.00	31	45.56	41	56.44



No.	English Idioms	really unlike		unlike		like		really like	
		f	%	f	%	f	%	f	%
7	I am up to my neck (I am very busy with someting)	0	0.00	0	0.00	29	40.28	43	59.72
8	do not over do it (son't do something too much or more than necessary)	0	0.00	0	0.00	31	43.56	41	56.44
9	I miss poke (past of misspeak, say something incorrectly, use the wrong words by mistake)	0	0.00	0	0.00	29	40.28	43	59.72
10	<i>it's a gray area</i> (a situation that is unclear, ambiguous, or not easily categorised as right or wrong)	0	0.00	0	0.00	33	48.53	39	54.17
11	crocodile tears (fake or insincere tears)	0	0.00	0	0.00	29	40.28	43	59.72
12	low life (a person who is considered immoral, dishonest, or from the lowest social class)	0	0.00	0	0.00	33	48.53	39	54.17
13	sheeple (people who follow others without thinking, easily and blindly like sheep).	0	0.00	0	0.00	31	43.56	41	56.44
14	you nailed it (you didn't something perfectly)	0	0.00	0	0.00	33	48.53	39	54.17
15	cut the shit (stop saying meaningless stuff and be serious)	0	0.00	0	0.00	31	43.56	41	56.44

DISCUSSION

The students in the sample are believed to have relatively high reading competency. This competency facilitates their understanding of the material presented in the Google Forms-based teaching materials. This aligns with the views of several experts who argue that reading skills are key to easily participating in activities related to written sources (Razak, 2018).

Another strategy that contributes to the learning process and outcomes is testing techniques. From a student perspective, testing techniques are activities that involve participating in learning evaluations. Therefore, they take tests seriously because they are at least extrinsically motivated, such as the hope of a high grade.

The Google Form file upload option also contributes to the learning process and outcomes of discovering the message of exemplary stories. On the one hand, this electronic device functions as a learning medium. On the other hand, it is a tool to increase student learning motivation.

CONCLUSION

First, the learning procedure to find the message of the exemplary story using the constructivism approach through the Google form file upload option for class X students of SMA Negeri 1 Singkep involves 3 initial activities, 20 core activities, and 2 final activities. Second, the learning outcomes of finding the message of the exemplary story using the constructivism approach through the Google form file upload option for class X students of SMA Negeri 1 Singkep reached the standard mean target of 87.59.

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